DOCUMENT RESUME

ED 264 478 CG 018 706

AUTHOR Barkley, William M.; And Others
TITLE The Impact of Practicum Supervision with vs. without Audio Tapes.
PUB DATE 17 Oct 85
NOTE 25p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Audiotape Cassettes; *Counselor Training; *Graduate Students; Higher Education; *Practicum Supervision; *Student Attitudes; *Teaching Methods

ABSTRACT

Although audio tapes have been used in the supervision of counselor trainees for many years, there is no clear empirical evidence to support this practice. To examine the impact of audio tapes on the supervision of counselor trainees, 10 practicum graduate students were randomly assigned to one of two groups. Group A received 6 weeks of supervision using audio tapes of students' counseling sessions, followed by 6 weeks of supervision without tapes. The order of type of supervision was reversed for Group B. The same faculty member supervised both groups. All students turned in audio tapes at 5-week intervals. Tapes were rated by a blind rater using a 5-point Global Rating Scale. Students completed an 18-item instrument measuring their satisfaction with supervision. The results revealed no support for the hypotheses that supervision with audio tapes would result in higher global ratings or higher satisfaction scores than supervision without audio tapes. It would be inappropriate to eliminate the use of audio tapes in supervising practicum students on the basis of these findings. If the results of this study are consistent in replications, however, the implications for practicum supervision are apparent. Supervisors would have greater flexibility in developing alternative modes of supervision by using the time required by tapes in other ways. (NRB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED264478

The Impact of Practicum Supervision With vs. Without Audio Tapes

William M. Barkley
George Peabody College
Vanderbilt University

Richard L. Percy
George Peabody College,
Vanderbilt University

Loretta Bardley
George Peabody College,
Vanderbilt University

October 17, 1985

CG 018706

Running Head: Supervision With/Without Tapes

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Richard L. Percy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The use of audio tapes as a tool in the supervision of counselor trainees has been widespread and unquestioned for well over two decades. An underlying assumption of the use of tapes is that it facilitates the supervision process. The lack of empirical evidence to support this practice, however, calls into question this basic assumption. In addition to the theoretical significance of the question, it seems to have practical implications for counselor educators as well.

The Issue: Traditional Supervision With vs. Without Audio Tapes?

The research reviewed and the data reported in this paper deal with a fundamental question: What is the relative impact of traditional counselor supervision using audio tapes as compared to traditional supervision without the use of audio tapes? Clearly, this question must be answered before an interpretation of the cost-benefit ratio of using audio tapes can be assessed.

In 1974, Gelso investigated the costs associated with taping. He found that, in general, recording of sessions has an inhibitory effect on client self-expression, increases client defensiveness and has various negative effects on counselor trainees. In spite of these effects and in spite of the tremendous drain on supervisors' time associated with the use of tapes, Gleso (1974) concluded:

> Should we simply discontinue recording, especially video recording, since it inhibits clients (and counselor trainees) and in many cases makes clients less satisfied with counseling? This probably is best viewed as a cost-benefit question. The benefit of recording and other forms of observation need to be weighed against the potentially adverse effects. When the research discussed in this article is weighed against the many

advantages of recording especially in counselor training, it seems foolish to conclude that we should stop recording (p.11).

What then are the "many advantages of recording" alluded to by Gelso (1974)? Documentation of positive effects of traditional supervision using audio tapes is sparse. Hansen, Pound and Petro (1976) reviewed the research on practicum supervision and concluded that both audio and video taping techniques were effective in enhancing counselor facilitative communication. On the other hand, Ford (1979) reviewed the literature and concluded that the efficacy of traditional approaches to supervision (usually involving audio tapes) has not been demonstrated.

The literature reviews are confusing, contradictory and inconclusive. Part of the problem in interpreting conflicting conclusions is related to differences in terminology and to under specification of types of supervision. For example, Spivak (1972) used the term "traditional supervision" to refer to a set of procedures that did not involve student generated tapes on which feedback from the supervisor was received. In contrast, Ford (1979) defined traditional supervision as including "... delayed supervision sessions in which the trainer reviews audio tapes and/or discusses the therapy session with the trainee" (p.112). In this report traditional supervision with audio tapes (analagous to Ford's definition is compared to traditional supervision without audio tapes (analagous to Spivak's definition).

When Ford (1979) reviewed the literature, he separated traditional supervision from systematic packages which also include audio and/or video taping, such as Microcounseling (Ivey, 1978), Interpersonal Process Recall (Ward, Kagan and Krathwohl 1972) and Integrated Didactic-Experiential Training (Carkhuff, 1969). In spite of many methodological problems in the

studies reviewed, he stated that systematic packages were more effective than traditional supervision on a variety of dependent variables. However, when he looked at the effects of traditional supervision per se, he found only three studies which employed comparable comparison groups. The results were negative in one case (Green, 1973) mixed in the second (Anderson, 1969) and non-significant in the third (Aldrich and Barnhardt, 1963).

According to Hart (1982), "Empirical research in counseling and clinical psychology consistently shows effective results in using audio tape and video tapes for feedback to students" (p.76). It's difficult to understand how he reached this conclusion. For example, one of the few studies he cited in support of taping, Markey, et al. (1970), found no significant differences across four conditions in a counseling analogue study: audio plus video playback, audio only, video only and no playback.

Only one recent study has been found in support of audio taping. Clairborne and Dixon (1982) concluded that feedback from supervisors on the basis of taped sessions was more effective than instructions in the use of a conceptual framework on a measure of problem definition and goal formation in an interview analogue with consultant trainees. Finally, Hansen, Robins and Grimes (1982) reviewed the supervision literature since 1976 and do not report any studies that compare traditional supervision with and without the use of audio tapes.

The Issue Remains

Clearly, the question of what, if any, are the advantages associated with the use of audio tapes remains open. While subjective arguments in support of taping procedures may be made, there are no quantitative data available to support continuing the practice. About the best that can be said to date is

to echo Hess' (1980) conclusion from his review of the literature - in general it appears that some training is better than no training and that systematic packages appear to be more effective than traditional approaches to supervision.

The purpose of this study is to begin accummulation of evidence generated in actual practicum supervision contexts that will answer the question: What is the relative impact of the use of audio tapes on the supervision of counselor trainees?

Methods and Procedures

Subjects

Subjects consisted of one male and nine female master's degree students enrolled in their first supervised counseling practicum. All students had previously passed a one semester pre-practicum laboratory experience in counseling skills. Two students had additional counseling experience prior to enrolling in the practicum.

Procedures

Supervision

The ten practicum students were randomly assigned to two groups. Group A received 6 weeks of supervision from a faculty member using audio tapes of students' counseling sessions, followed by 6 weeks of supervision from the same faculty member but without the use of audio tapes. The order of type of supervision was reversed for Group B. The same faculty member supervised both groups. In addition, each master's student was receiving additional supervision from an advanced doctoral student who used or did not use tapes accord-

ing to the same schedule. Regardless of group membership, each student received 60-90 minutes of individual supervision per week with the faculty member and 60-90 minutes per week of either individual or small group (n's = 2 or 3) supervision with an advanced doctoral student.

During supervision sessions in which tapes were used, the general sequence of events was 1) Supervisor listened to tapes prior to sessions and generated written critiques focusing primarily on basic counseling skills, case conceptualization and/or choice of intervention strategies; 2) asked students at the beginning of each session if they had any agenda items; 3) discussed student-generated items, if any; 4) shared written critiques; 5) orally amplified critiques when necessary and responded to student questions or concerns regarding the critiques; 6) played selected segments of tapes to illustrate comments in the critique and/or instructed students to listen to the tape, looking for specific elements; and 7) discussed any personal, professional, ethical or theoretical issues which emerged.

During supervision without tapes, the general sequence of events was 1) supervisor asked students at the beginning of each session if they had any agenda items; 2) discussed student generated items, if any; 3) discussed with students one or more of their clients, primarily focusing on case conceptualization and/or choice of intervention strategies; 4) discussed any personal, professional, ethical or theoretical issues which emerged. It should be noted that the amount of time actually spent in supervision with each student, regardless of group membership, was approximately the same. Hard data were not systematically collected, but if there was any difference between the two groups as a whole, it would be that in sessions using tapes and in which personal issues emerged were more likely to be somewhat longer than

sessions in which either tapes and/or personal issues were not addressed. Whenever tapes were being used, the instructor spent approximately 90 minutes on each tape prior to supervision sessions. During the semester, this resulted in about 100 additional hours as a direct result of using audio tapes.

Data Collection

All students turned in audio tapes to the supervisor during the 3rd, 8th and 13th weeks of the semester.

Insert Figure 1 About Here

The supervising faculty member eliminated group designations and dates from all tapes collected during the 3rd and 8th weeks and gave them to a different faculty member who was blind to group assignments and to the dates on which tapes were generated. The blind faculty member listened to all tapes in their entirety and rated each tape using a 5-point Global Rating Scale of counseling skills patterned after scales developed by Carkhuff (1969).

Subsequently, the supervisor disguised the tapes collected during the 13th week and gave them to the faculty member for blind evaluation. However, at this time the evaluator knew that the tapes were generated near the end of the semester, although he still remained blind with regard to group membership. In addition, the supervisor also rated the last set of tapes using the same 5-point Global Rating Scale of counseling skills.

During the 8th week of the semester, the supervisor met with eight of the ten practicum students as a group (two students could not attend the meeting). At this time the Satisfaction with Supervision Scale was completed with

respect to the supervising faculty member. In addition, an informal discussion was held in which students were asked to share their reactions to supervision to date. This lasted about two hours. Finally, during the last supervision session of the semester, all students were given an opportunity to comment on their reactions to supervision for the entire course (January-May).

Instrumentation

Global Rating Scale

A 5-point Global Rating Scale patterned after those developed by Carkhuff (1969) and Truax and Carkhuff (1967) was used in this study as a measure of overall counseling ability. The scale requires the rater to provide a global rating for an entire counseling session along a scale from 1 (Poor) to 5 (Excellent). A rating of 3.0 represents minimally acceptable performance.

A rating sheet was used which provides ten criteria statements to be considered in formulating the global raings (see Appendix A). These statements reflect various aspects of client-counselor relationship building, appropriate use of structure, the process used in the session and apparent movement in the session. Because the ratings were made as part of a beginning practicum experience, an emphasis was placed on relationship building.

No external reliability or validity data are available for this specific scale. An estimate of its reliability was obtained internally, however, from the correlation between the blind evaluator's ratings and the supervisor's ratings of the ten tapes turned in during the 13th wek ($\underline{r} = .75$, $\underline{t} = \frac{3.21}{4.84} > \underline{t}_{.95}(8) = 2.31$). In addition, inter-judge reliability (Winer, 1962) for any one judge was $\underline{r}_1 = .76$. The reliability of both judges combined was $\underline{r}_2 = .86$.

Satisfaction with Supervision Scale

An eighteen item instrument titled Student Counselor Reactions to

Individual Supervision was used to generate an index of satisfaction (See Appendix B). The eighteen items are rated from 1 (Poor) to 6 (Excellent). The items were drawn in part from a practicum supervision evaluation form used at Purdue University and some items were generated by the researchers.

Some students did not believe they could rate certain items. For example some students in Group B (tapes not used prior to completing the satisfaction measure) did not believe they could rate item 13 - "Focuses on the implications, consequences and contingencies of specific behaviors in counseling and supervison" - because tapes had not yet been used. Therefore, the satisfaction index was computed by summing a given student's ratings for each item and dividing it by the number of items rated multiplied by six:

$$\text{Index} = \frac{\sum X_i}{6k}$$

where

X_i = rating on the i^{th} item

and k = number of items actually rated. (Any item not rated was counted as a zero in the numerator). The Spearman-Rho correlation coefficient between sets of odd and even numbered items was rho = .99.

Analysis

A 2 x 3 repeated measures analysis of variance was conducted on the Global Rating Scale data at the .05 level of significance. In addition, a priori comparisons were made between the groups for data collected during the 3rd, 8th and 13th weeks, respectively. A Mann-Whitney U test was conducted on satisfaction data at the .05 level of significance.

Results

Hypothesis 1: Supervision with Audio Tapes will result in Higher Global Ratings than Supervision without Audio Tapes.

It can be seen from Table 1 that the only significant effect was with respect to Time. The mean Global Ratings for both groups combined were 2.78, 3.08 and 3.18 for the 3rd, 8th and 13th weeks, respectively. A Newman-Keules post hoc analysis was conducted on these means. From Table 2 it can be seen that the means for the 8th and 13th weeks are significantly higher than the mean for the 3rd week. The difference between the means for the 8th and 13th weeks did not generate a significant statistic.

Insert Tables 1

and 2 about here

A priori comparisons between groups did not generate significant F - ratios for the 3rd, 8th or 13th weeks. All of the F comparisons were less than F comparison $.95\ (1,24) = 4.29$ (0.06, 2.97 and 1.57, respectively).

Figure 2 presents the means for each group at each time period. It can be seen that not only do statistical tests relevant to Hypothesis 1 fail to reach significance, but the direction of observed differences are opposite to what was predicted.

Insert Figure 2

About Here

Hypothesis 2: Supervision with Audio Tapes Will Result in Higher Satisfaction Scores than Supervision without Tapes.

The satisfaction data collected during the 8th week resulted in a 83% Satisfaction Index for Group A (Tapes used in Supervision from 3rd-8th weeks) and 90% for Group B (Tapes not used from 3rd-8th weeks). A Mann-Whitney U Test resulted in $U = 6$. For $n_1 = 4$ and $n_2 = 4$ the probability of obtaining a U as extreme as 6 is .343 (Siegel, 1956, p. 271) which far exceeds the stated .05 significance level. (See Table 3).

Insert Table 3

About Here

Qualitative Data

There appeared to be two distinct sub-groups within each experiential group. Two of the four people in each group expressed a dislike for and high anxiety associated with the use of tapes. For Group A the feelings were based on actual experience while for Group B they were based an anticipation of the experience. During the last week of the semester the four people who expressed dislike and anxiety with the tapes continued to maintain those feelings. However, three of the four said the tapes were a valuable asset in helping them improve their skills even though they experienced discomfort. One student strongly expressed the belief that the tapes were at best a waste of time.

There were four students who maintained that taping was valuable and that they did not experience or expect to experience an ordinate amount of anxiety associated with them. Both of the students who had had prior counseling experience were in this sub-group (one in Group A and one in Group B).

Overall, therefore, seven of the eight students believed the use of tapes to be valuable even though three of them reported high levels of anxiety. In addition, all students reported that during the first few taping sessions, they felt somewhat inhibited and artificial in their responses. They were in agreement that they sometimes focused their attention on what to say and how to say it and, by so doing, missed some client responses. The four students who expressed minimal anxiety said the artificiality dissipated greatly over time; the four who expressed high anxiety reported only moderate reductions in artificiality.

Table 4 presents mean Global Ratings for each data collection point broken out by group and sub-group.

Insert Table 4

About Here

Since there are only two students in each cell no statistical tests were conducted.

Another point that emerged during the discussion with the eight students was their belief that the focus on personal issues was extremely helpful in enhancing effectiveness with their clients. The only person who dissented was the same student who believed that the tapes were a waste of time. This student also had the third lowest Satisfaction Index (84%) and, from the eight students was tied for the lowest mean Global Rating across all three data collection points ($\bar{x}$ = 2.83). The positive reaction to dealing with personal issues came as a surprise to the supervisor, who did not consciously focus on the Personal Growth Model of supervision (Hart, 1982).

Dissussion

Limitations

The two most obvious limitations in this study are the low number of subjects per group and the lack of good reliability and validity data for the instruments used to measure the dependent variables. The former results in low statistical power (e.g. Power = .13 for the interaction test in the analysis of variance of the Global Ratings using α = .05, and a medium effect size (f = .25) following Cohen, 1977). Thus, failure to find significant differences must be interpreted with caution. Nevertheless, the direction of observed differences being opposite to that predicted mitigates the effects of this deficit, to some extent.

Conclusions

Support was not forthcoming for either hypothesis: 1) use of tapes would result in higher ratings; 2) use of tapes would result in higher satisfaction indices.

Implications

Using audio tapes can result in substantially increased demands on supervisors' time (approximately 100 additional hours during the semester in this study). In addition, there has been evidence in the literature that raises the possibility of adverse effects of taping on counselors and clients. Furthermore, there is no other conclusive evidence in the literature or in this study to support the hypothesis that the use of audio taped counseling sessions in supervision is superior to supervision without tapes.

If the results of this study are found to be consistent in replications across different supervisors, in different settings, the implications for practicum supervision are apparent. Supervisors would have much greater flexibility in developing alternative modes of supervision by utilizing the tremendous amount of time required by the use of tapes in different ways. Alternatively, if the time demands associated with supervision of practicum students can be dramatically reduced perhaps many reluctant faculty members would be more willing and interested in taking on practicum supervision assignments. This latter point would be especially important in universities where a high premium is placed upon research and relatively less weight is attached to activities such as supervising practica.

Summary

It would be inappropriate to eliminate the use of audio tapes in supervising practicum students on the basis of the findings in this report alone. In fact, the investigators in this study, including the supervising faculty member for Group A and B, are still using audio tapes in supervision. It is greatly hoped, however, that other researchers will replicate this investigation so that over time a body of data will emerge that will permit a valid answer to the question of what benefits are derived from audio taping. The costs of using them in terms of faculty time alone are substantial. Until data regarding benefits are forthcoming, supervisors will be forced to make their choices with regard to tape utilization on the basis of untested assumptions and beliefs or by mimicking the way they were supervised without really knowing why.

Each replication is likely to suffer from some of the same limitations as this one, particularly low n's and by process variables associated with

individual supervisors. Therefore, replication across many different supervisors will be required in order to develop the kind of data base that is needed. In addition, it will also be necessary to have a forum in which such low n studies can be disseminated.

REFERENCES

Aldrich, C. K. & Barnhardt, H. Evaluation of a change in teaching psychiatry to medical students. American Journal of Orthopsychiatry 1963, 33, 105-114.

Anderson, S. J. W. Changes in attitudes, personality, and effectiveness of counselor trainees in counseling practicums. Dissertation Abstracts, 1969, 29, (11-A), 3825.

Carkhuff, R. R. Helping and human relations (Vol. I & II). New York: Holt, Rinehart & Winston, 1969.

Clairborn, C. D. & Dixon, D. N. The acquisition of conceptual skills: An exploratory study. Counselor Education and Supervision, 1982, 21, 274-282.

Cohen, J. Statistical power analysis for the behavioral sciences, Revised Edition. N. Y. : Academic Press, 1977.

Ford, J. D. Research on training counselors and clinicians. Review of Educational Research, 1979, 49, 87-130.

Gelso, C. J. Effects of recording on counselors and clients. Counselor Education and Supervision, 1974, 14 , 5-11.

Green, P.S. Counselor sensitivity through client contact: Implications for practicum and clinical training. Dissertation Abstracts International, 1973, 33, (12-A), 6664.

Hansen, J. C., Pound, R. & Petro, C. Review of research on practicum supervision. Counselor Education and Supervision, 1976, 16, 107-116.

Hansen, J. C., Robins, T. H. & Grimes, J. Review of research on practicum supervision, Counselor Education and Supervision, 1982, 22, 15-25.

Hart, G. M. The process of clinical supervision. Baltimore: University Park Press, 1982.

Hess, A. K. (Ed.). Psychotherapy supervisison. New York: John Wiley & Sons, 1980.

Ivey, A. E. Microcounseling: Innovations in interviewing training, (2nd ed.). Springfield, Ill,: Charles C. Thomas, 1978.

Markey, M. J., Frederickson, R. H., Johnson, R. W. & Julius, M.A. Influence of playback technique on counselor performance. Counselor Education and Supervision, 1970, 9, 178-182.

Spivak, J. D. Laboratory to classroom: The practical application of IPR in a master's level pre-practicum counselor education program. Counselor Education and Supervision, 1972, 12, 3-16.

Truax, C. B. & Carkhuff, R. R. Toward effective counseling and psychotherapy: Training and practice. Chicago: Aldine, 1967.

Ward, G. R., Kagan, N., & Krathwohl, D. R. An attempt to measure and facilitate counselor effectiveness. Counselor Education and Supervision, 1972, 11, 179-186.

Winer, B. J. Statistical principles in experimental design. N.Y.: McGraw-Hill Book Co., 1962.

Table 1: Repeated Measures ANOVA for Global Ratings

SOURCE	SS	DF	MS	F
BETWEEN	1.852	9	-	-
GROUP (A)	.352	1	.352	1.87
S WITHIN	1.500	8	.188	-
WITHIN	1.958	20	-	-
TIME (B)	.867	2	.434	7.11*
AB	.117	2	.058	.96
B X S WITHIN	.974	16	.061	-

*$F_{.95}$ (2,16)=3.63

Table 2

Newman - Keuls Post - Hoc
Analysis of Global Rating
Data for 3rd, 8th and 13th Weeks

$\bar{x}$		2	3
$\underline{X}$	2.78	3.08	3.18
2.78	-	.30*	.40**
3.08	-	-	.10

* $\underline{S}_{\bar{x}} \underline{q}_{.95}$ (2,16) = .234

** $\underline{S}_{\bar{x}} \underline{q}_{.95}$ (3.16) = .285

Table 3

Satisfaction Indices for
Mann - Whitney $\underline{U}$ Test

Index	65	78	84	90	92	93	96	99
Group	A	A	B	B	B	A	A	B

Table 4

Mean Global Ratings For
Groups (A / B) X Sub-Group (Anxious / Non-Anxious)
X Time (3rd, 8th, 13th Weeks)

Time	3rd		8th		13th		TOTAL
Sub-Group / Group	A	B	A	B	A	B	
Anxious	2.62	2.50	3.12	2.88	3.25	3.12	2.92
Non Anxious	3.00	3.00	2.75	3.50	3.12	3.38	3.12

Figure Captions

CLASS SESSIONS

Weeks:	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Group A:			X	X	X	X	X	X					X	
Group B:			X					X	X	X	X	X	X	

X= TAPE DUE

Figure 1: Order of Treatments

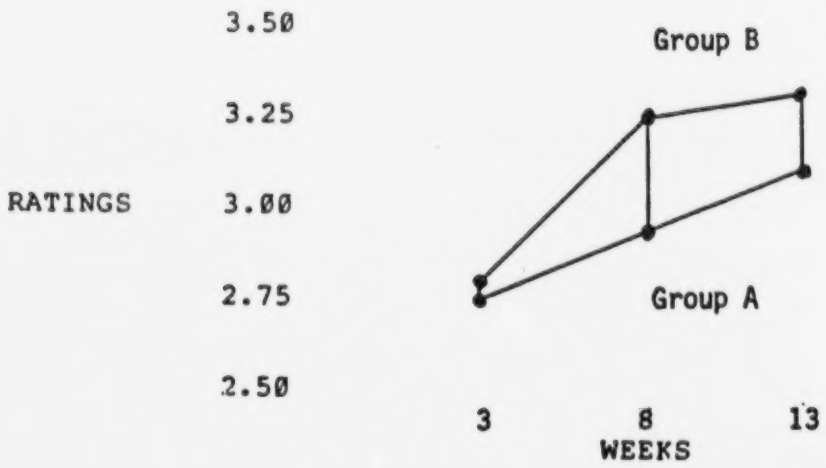

Figure 2: Mean Global Ratings For Groups (A/B) x Time (3rd, 8th, 13th weeks)

PRACTICUM FEEDBACK FORM - HUMAN DEVELOPMENT COUNSELING

Student's name _____ Semester _____ Tape # _____

Client _____

****

Faculty Evaluation: ( ) Meets Minimum Competency Skill Levels
( ) Does Not Meet Minimum Competency Skill Levels

Rating Scale

1 2 3 4 5
Poor Acceptable Excellent

Note: The above scale is to be applied to the following statements. A rating below 3 does not meet minimum program standards.

_____ 1. Counselor greets client in friendly, warm manner and opens the session with appropriate amount of structure.

_____ 2. Counselor encourages client to tell him/her story by being accepting, interested, and allowing client to set own pace and determine initial directions.

_____ 3. Counselor timing appropriate in that he/she does not rush the client, allows for silences, etc.

_____ 4. Counselor employs open-ended responses as means of encouraging client to talk.

_____ 5. Counselor tracks client statements accurately - does not lead or lag behind.

_____ 6. Counselor responses accurately reflect both the content and the affect of the client's message.

_____ 7. Counselor allows client to lead by feeding back and clarifying client messages rather than sending his/her own messages.

_____ 8. Counselor uses responses effectively in controlling the direction of the counseling session.

_____ 9. Counselor communicates warmth, caring and regard through voice tone, etc.

_____ 10. Counselor closes the session appropriately.

Comments:

BEST COPY AVAILABLE

Faculty Member _____ Date _____
(Signature)

STUDENT COUNSELOR REACTIONS TO INDIVIDUAL SUPERVISION

NAME OF PRACTICUM INSTRUCTOR _____

PERIOD COVERED _____ TO- _____

DIRECTIONS: Circle the number which best represents how you, the student counselor, feel about the supervision received. Individual data will not be shared with instructors. Only aggregate data will be shared.

	POOR		GOOD		EXCELLENT	
1. Recognizes and encourages further development of my strengths and capabilities.	1	2	3	4	5	6
2. Gives me useful feedback when I do something well.	1	2	3	4	5	6
3. Encourages and listens to my ideas and suggestions for developing my counseling skills.	1	2	3	4	5	6
4. Provides suggestions for developing my counseling skills.	1	2	3	4	5	6
5. Helps me to understand the implications and dynamics of the counseling approaches I use.	1	2	3	4	5	6
6. Encourages me to use new and different techniques when appropriate.	1	2	3	4	5	6
7. Helps me to define and achieve specific concrete goals for myself during the practicum experience.	1	2	3	4	5	6
8. Gives me useful feedback when I do something wrong.	1	2	3	4	5	6
9. Allows me to discuss problems I encounter in my practicum setting.	1	2	3	4	5	6
10. Focuses on both verbal and nonverbal behavior in me and my clients.	1	2	3	4	5	6
11. Helps me define and maintain ethical behavior in counseling and case management.	1	2	3	4	5	6
12. Deals with both content and affect when supervising.	1	2	3	4	5	6

	POOR		GOOD		EXCELLENT	
13. Focuses on the implications, consequences and contingencies of specific behaviors in counseling and supervision.	1	2	3	4	5	6
14. Helps me organize relevant case data in planning goals and strategies with my client.	1	2	3	4	5	6
15. Helps me to formulate a theoretically sound rationale of human behavior.	1	2	3	4	5	6
16. Allows and encourages me to evaluate myself.	1	2	3	4	5	6
17. Explains his/her criteria for evaluation clearly and in behavioral terms.	1	2	3	4	5	6
18. Applies his/her criteria fairly in evaluating my counseling performance.	1	2	3	4	5	6

ADDITIONAL COMMENTS AND/OR SUGGESTIONS